

Multicultural Competency Assessment for Organizations

This tool was designed to assess perceptions of your staff and clients about how well your organization provides multicultural competent HIV prevention services for people with different backgrounds. It serves a group discussion guide to identify and discuss areas in which your organization is multi-culturally competent and also areas in which improvements can be made.

Rate this organization's current level of multicultural competency on a scale from 1 (not at all) to 5 (extremely).

<p>At an AGENCY level, this organization...</p> <p>1. Has a written mission or vision statement supporting multiculturalism throughout the organization.</p> <p style="text-align: center;">1 2 3 4 5</p> <p>2. Has a board that includes a significant number of members reflective of the population the agency serves and intends to serve.</p> <p style="text-align: center;">1 2 3 4 5</p> <p>3. Has policies to assure that decision-making processes include voices of less powerful staff members and also minority opinions</p> <p style="text-align: center;">1 2 3 4 5</p> <p>4. Has an institutional commitment to recruitment and retention of staff reflective of the population the agency intends to serve.</p> <p>5. Has a systemic and long-term commitment to educate board members, employees, and volunteers about multiculturalism.</p> <p style="text-align: center;">1 2 3 4 5</p> <p>6. Show its commitment to the communities served by involving community members in the design and evaluation of services and programs.</p> <p style="text-align: center;">1 2 3 4 5</p> <p>At an ADMINISTRATIVE level, this organization...</p> <p>7. Has advisory board, task forces or committees that include a significant number of culturally diverse community members.</p> <p style="text-align: center;">1 2 3 4 5</p> <p>8. Implements policies requiring the following individuals to participate in multicultural training:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Board Members</td> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> </tr> <tr> <td>Staff</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Volunteers</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	Board Members	1	2	3	4	5	Staff	1	2	3	4	5	Volunteers	1	2	3	4	5	<p>15. Collects information to assess diversity among clients and staff.</p> <p style="text-align: center;">1 2 3 4 5</p> <p>16. Can adequately respond to needs of clients whose primary language is different from that of the majority population served by the organization (e.g. Spanish, Hmong, American Sign Language, etc.)</p> <p style="text-align: center;">1 2 3 4 5</p> <p>17. Actively involves individuals reflecting relevant differences (as listed below) in planning and design of prevention programs. Ongoing feedback from diverse individuals is obtained throughout the implementation and evaluation stages.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 30%;">Ethnicity</td> <td style="width: 10%;">1</td> <td style="width: 10%;">2</td> <td style="width: 10%;">3</td> <td style="width: 10%;">4</td> <td style="width: 10%;">5</td> </tr> <tr> <td>Gender</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Sexual Orientation</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Age</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>HIV Status</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Other</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table> <p>18. Has developed service linkages and working relationships with other agencies serving the same client population.</p> <p style="text-align: center;">1 2 3 4 5</p> <p>19. Assures that clients are provided information in their primary language (through video, publication, with services of a translator, or appropriate referral).</p> <p style="text-align: center;">1 2 3 4 5</p> <p>20. Provides client-centered services, which means the client's confidentiality is strictly maintained and the client retains the right to accept and reject services and to include partners, family members and others in these services.</p> <p style="text-align: center;">1 2 3 4 5</p> <p>AND/OR</p>	Ethnicity	1	2	3	4	5	Gender	1	2	3	4	5	Sexual Orientation	1	2	3	4	5	Age	1	2	3	4	5	HIV Status	1	2	3	4	5	Other	1	2	3	4	5
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<p>9. Has a staff reflecting multicultural diversity at all levels of the organization.</p> <p>1 2 3 4 5</p>	<p>21. Provides population or group-centered prevention education to address the needs and strengths of program participants.</p> <p>1 2 3 4 5</p>
<p>10. Uses position descriptions that identify expectations related to knowledge, sensitivity and skills to serve diverse populations.</p> <p>1 2 3 4 5</p>	<p>22. Makes referrals to other agencies, as appropriate, and prepares clients for interactions at these agencies.</p> <p>1 2 3 4 5</p>
<p>11. Advertises position vacancies in diverse print, other media organizations reaching diverse populations.</p> <p>1 2 3 4 5</p>	<p>23. Involves clients and members of the community served in evaluation of the prevention programs.</p> <p>1 2 3 4 5</p>
<p>12. Has personnel policies that respect cultural differences (e.g. leave time is flexible to accommodate differences in holidays or important community or family events).</p> <p>1 2 3 4 5</p>	<p>24. Documents and acts upon grievances and affirmations, with particular attention to issues related to cultural differences.</p>
<p>13. Provides opportunities for Board members, staff and volunteers to engage in self--and agency assessment.</p> <p>1 2 3 4 5</p>	<p>25. Evaluates the outcomes of programs to determine whether the target populations are being served and whether the programs are successful in changing behaviors and norms consistent with HIV prevention plans and state priorities.</p> <p>1 2 3 4 5</p>
<p>At a SERVICE DELIVERY or DEPARTMENTAL level, this organization...</p> <p>14. Uses an intentional process (e.g. needs and strength assessment) to collect information about the local target population from a variety of sources.</p> <p>1 2 3 4 5</p>	<p>Conclusions</p> <p>1. What are the most significant ways in which this agency (or department) strives for multicultural competency?</p> <p>2. What are the three most important indicators this agency (or department) should focus on to enhance its multicultural competency? For each of these 3, what are the next steps that need to be taken?</p>